

# The Fox and the Crow

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## Getting ready for reading

Ask questions such as: *Have you ever been paid a compliment? How did it make you feel? Did the person mean what they said?* You may like to list some of the compliments that children have received, or have given themselves. Discuss: *What might happen if someone was giving compliments that they did not mean? Why might they do this?*

## Talking through the book

You might say: *This book is about a fox and a crow.* Turn through the book asking the children to think about what might be happening on each page. Model the form of the text. For example, if the child says – *The fox is saying that the crow looks good,* you might reply – *Yes he says she has beautiful black wing feathers.*

## Reading the book

Children read the book independently while the teacher observes the children’s reading behaviours. 

## Teaching opportunities

Select the most appropriate teaching focus for the learning needs of the group.

### ***Being a meaning maker***

Discuss these questions. Encourage children to support their responses with evidence from the book.

*Why did the fox tell the crow she was so beautiful?*

*Why did the crow listen to the fox?*

*Is this sort of flattery always a trick?*

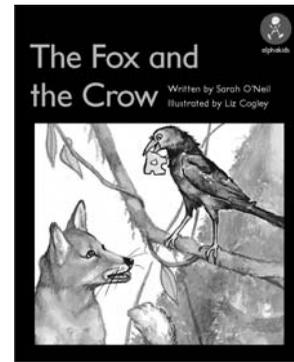
### ***Being a code breaker***

#### **Vocabulary**

- High-frequency words: *the, and, a, of, I would, like, to, this, she, said, saw, with, that, he, up, down, into, have, some, your, on, in, was, very, so*
- Word families: *crow – bow, low, mow, row, sow, tow* as opposed to *cow, bow, how, now*

#### **Sounds and letters**

- Hearing words: Children listen to find all the words that have two syllables.
- Hearing sounds: /cr/ – *crow, crop, creek, crown, crumpet, crisp, crest*



## TEXT FEATURES

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- **This book is a narrative retelling of a traditional fable in which a sly fox tricks the crow out of her piece of cheese by flattering her.**
- **Reflects ‘book language’ rather than oral language structures.**
- **Up to eight lines of text to a page.**
- **Text contains some repetition.**
- **Line breaks support phrasing.**

## Writing conventions

- Punctuation: capital letters, full stops, quotation marks, commas, dashes, question marks
- Grammar: use of the dash – ... *you have beautiful black wing feathers – the finest wings in the land.*

## Being a text user

Discuss:

*Would this be a good book to learn about foxes and crow? Why? Why not?  
What could you learn from this book?*

## Being a text critic

Discuss:

*Why do you think this story uses animals instead of people?  
The author has chosen to make the fox male and the crow female. What do you think this says about males and females? Do you think this is true? Do you think this is fair? Would you feel differently about the book if the crow were male and the fox female?  
What do you think the author wants you to think about compliments? Do you agree with her?*

## Literacy learning centres

### ABC Alphabet centre

Children work in pairs to read familiar books to find and list words that begin with 'cr'. The list could be written on a large crow-shaped piece of paper. Partners should discuss and check words that are found.

### Interactive literacy centre

Children work in pairs to practise and refine a chalk and talk presentation of the story. A chalk and talk story is drawn as it is told. One person draws each part of the story while their partner retells what is happening. It can be done with chalk and a blackboard, paper and felt pen, or a whiteboard and whiteboard maker.



### Writing centre

In groups of four, children retell the story by making their own roll movie (using Blackline Master 5) or computer slide show.

## Keeping track

Children can keep regular learning logs in which they reflect on what they have learned by engaging in various activities.